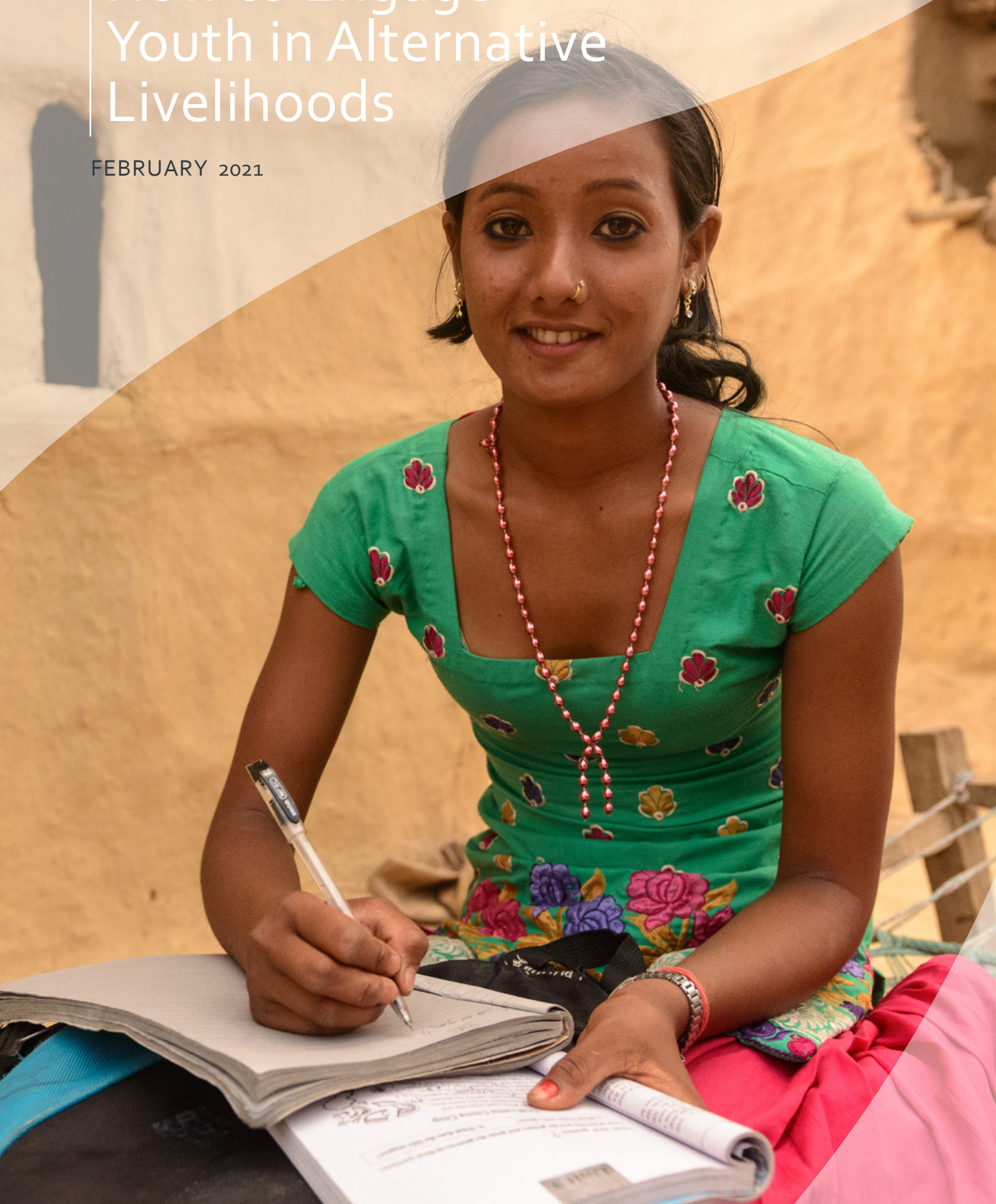**A Guide and Cheat Sheet for
Resilience Food Security Activities**

How to Engage Youth in Alternative Livelihoods

FEBRUARY 2021

About SCALE

SCALE (Strengthening Capacity in Agriculture, Livelihoods and Environment) is an initiative funded by USAID's Bureau for Humanitarian Assistance (BHA) and implemented by Mercy Corps in collaboration with Save the Children. SCALE aims to enhance the impact, sustainability and scalability of BHA-funded agriculture, natural resource management, and alternative livelihood activities in emergency and non-emergency contexts.

Recommended citation

Noronha, Tara, Kristin Lambert and Andrea Mottram. (2021). How to Engage Youth in Alternative Livelihoods: A Guide and Cheat Sheet for Resilience Food Security Activities. Produced by Mercy Corps as part of the Strengthening Capacity in Agriculture, Livelihoods, and Environment (SCALE) Associate Award.

Contact information

Mercy Corps
45 SW Ankeny St
Portland, OR 97204

Save the Children
899 North Capitol St NE
Suite 900, Washington, DC 20002

scale@mercycorps.org

Disclaimer

This study was made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the SCALE Award and do not necessarily reflect the views of USAID or the United States Government.

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M. Samper / Mercy Corps

Acronyms and abbreviations

BHA   USAID Bureau for Humanitarian Assistance

DFSA   Development Food Security Activity

FFP   USAID Office of Food for Peace

FTF   USAID's Feed the Future initiative

NRM   Natural resources management

RFSA   Resilience Food Security Activity

SCALE   Strengthening Capacity in Agriculture, Livelihoods and Environment

USAID   United States Agency for International Development

Contents

E. Millstein / Mercy Corps

Introduction

An abundance of thoughtful and evidenced-based youth-focused resources exists in the international development world. However, navigating the array of toolkits, guidance notes and other materials can be overwhelming and time-consuming, especially for implementing partners in the midst of program delivery. For this reason, the SCALE team has combed through resource libraries for the tools and guidance most pertinent to engaging young people in BHA-funded Development Food Security Activities (DFSAs) and Resilience Food Security Activities (RFSAs).

This guide is a "cheat sheet" to these resources. It is designed to point implementers to the most relevant materials for supporting youth alternative livelihoods (off-farm and non-farm work) within BHA-funded food security programs. It is intended to be a working document so that new resources can be included as they become available.

This guidance document is separated into two sections. The first introduces the importance of engaging youth in BHA-funded food security programs and provides an overview of key knowledge platforms, approaches and considerations for supporting youth engagement. The second section outlines a pathway to meaningful employment and self-employment, providing a summary of practical activities and key resources for including youth each step of the way.

Youth Programming

Why focus on youth?

Young people present catalytic potential to shape the future of the world. They are the economic, social and political leaders of today and tomorrow. It is imperative that we engage them not only as program participants, but also as changemakers and leaders. USAID/BHA considers young people as integral stakeholders in their programming, with critical roles to play – as participants, as partners, and as program staff.

In many program contexts, young people constitute a large majority of the population. While youth represent endless opportunities for positive change, they also face obstacles to attaining education and employment that can prevent them from achieving their true potential. Thus, many BHA-funded programs endeavor to unleash the power and possibilities of youth by working to alleviate economic constraints and to enhance opportunities for long-term growth.

Who are 'youth'?

USAID's Youth in Development Policy (2013) defines youth as individuals between the ages of 15-24, while recognizing that some programs are likely to engage ages 10-29 as the broader youth cohort.[1] Many countries also include their own cultural and biological definitions of youth in their national policies, with these local classifications sometimes extending to 35 years and beyond.

|1   USAID Youth in Development Policy (2013)

As a result, USAID-funded youth programming may include individuals at varying life stages. Age segmentation is therefore critical in ensuring individuals are participating in the most appropriate activities and interventions. For example, within a single RFSA program, the activities and social and economic supports that 15-19 year-olds receive may differ greatly from those given to 20-25 year-olds in the same program.

Age is just one of the many characteristics program designers must consider in determining how best to meet the diverse needs and aspirations of youth. Gender identity, race, ethnicity, disability, sexual identity, and socioeconomic standing are a few of the factors that may impact youth. Understanding these factors through a gender equity and social inclusion lens can be useful in determining how best to engage youth and to ensure that youth with intersectional vulnerabilities are included in decisions that affect them.

More than program participants.
How can we engage youth in programs?

Designing and implementing effective youth programs requires us to elevate youth voices and aspirations. Young people should form an integral part of every aspect of a program and should engage in activities not only as key participants, but also as program partners and staff. Collaborating with youth as program partners and staff can lead to more effective alternative livelihoods programming, while also contributing to their leadership skills and knowledge in ways that can enhance their economic potential over the longer term.

- **Youth as Program Partners:** With access to resources such financial capital and mentorship—and given the right opportunity—young people around the world can often become successful and ingenious entrepreneurs. They can also lead cutting-edge schools, non-profits and non-governmental organizations (NGOs). While it may feel safer to partner with long-standing organizations in a community or those with whom you've partnered with in the past, new partners can bring unique insights, expertise and energy. If working with young people is an important mandate of your program, consider partnering with a youth-led company or organization. As with all new partnerships, contracts and protocols can be put in place to enhance oversight, establish expectations and mitigate risks. This should not deter engagement, but might require extra time and resources to ensure youth partnerships are set up for success.

- **Youth as Program Staff:** Consider hiring an experienced young person or a community youth leader in the role of Youth Employment Advisor, Youth Development Specialist or Livelihoods Advisor. Working with and understanding young people requires a unique set of skills and contextual knowledge, such as knowing which youth to engage in a particular program, knowing how to engage them and identifying their unique constraints. It is advantageous for programs to hire local youth to most effectively work with other youth. Youth program staff could help to navigate these nuances and bring about more impactful interventions.

The following table provides multiple examples of meaningful ways to engage young people throughout the various stages of a program's life cycle.

Always Remember:

- There is no one-size-fits-all guide to engaging young people. Every program, every context and every youth cohort requires tailored and nuanced livelihoods activities.

- Livelihoods-related tools themselves also require tailoring and contextual adjustments to fit program needs. Make sure your program sets aside adequate time, funds and technical expertise to adapt resources as needed.

- Youth are a vibrant, diverse cohort. Remember to address both the diversity and intersectionality of young people as individuals when engaging them as program participants, staff and/or partners.

- Young people will experience many life transitions during the course of a program. For example, during a five-year RSFA, an individual who beings program activities as a 15-year-old and continues to engage in different activities, will graduate the program as a 20-year-old with very different needs and aspirations. It is important to keep these social, economic and personal transitions in mind as you work with youth populations.

Project Cycle Stage	Examples of Youth Engagement
Activity Design	Hire youth to help design assessment tools like surveys and focus group questions to ensure the content is relevant and appropriate for youth Hire youth as data collectors during assessments Ask youth to assist in analyzing the findings of assessments and to contribute suggestions for the co-creation of activity design Facilitate workshops or listening sessions with young people to garner feedback on specific aspects of the pre-solicitation that are meaningful and relevant for them Issue an Annual Program Statement (APS) for youth to lead the design and implementation of activities
Solicitation	Design the solicitation to include sub-award arrangements (e.g. grants under contract) for grants and sub-grants that are held by youth
Implementation	Employ youth as part of the implementing team Establish a youth advisory group composed of heterogenous youth voices (i.e. those representing the different segments illustrated in Section 3.2) to help guide program activities Engage older youth as peer leaders and/or mentors in any skills training components
Monitoring, Evaluation and Learning	Leverage the youth advisory group for regular input and monitoring of the success of relevant activities Employ youth researchers to help evaluate activities Encourage youth program participants to develop their own learning agenda for the activity and provide grant funding that allows them to pursue the learning agenda

Source: Proctor, H., Blum, R., Feige, D. 1, Feed the Future Project Design Guide for Youth-Inclusive Agriculture and Food Systems: Volume I - Project Design. Section 3.2: page 22

| C. Robbins / Mercy Corps

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Key Platforms for Youth Resources

YouthPower. This site is an information hub for youth-related resources in USAID programming. Its goal is to improve the capacity of youth-led and youth-serving institutions and to engage young people, their families, communities, and governments in efforts that support youth to reach their full potential. Developed for USAID, YouthPower is expanding the evidence base for what works in positive youth development and supporting partners to apply improved approaches across programs and sectors. While there are several useful platforms for youth- and employment-related resources, YouthPower is a good place to start for RFSA and DFSA implementers as it is geared towards USAID programming, specifically. www.youthpower.org

Feed the Future Design Guide for Youth-Inclusive Agriculture and Food Systems (Volumes I & II). These comprehensive guides provide USAID staff and implementing partners with approaches, frameworks, and tools to design agriculture programs that promote successful and meaningful youth engagement with the U.S. Feed the Future (FTF) initiative and the US Government's Global Food Security Strategy. While they were designed for FTF rather than BHA, the guides are applicable to DFSA and RFSA programs given the focus on youth and systems programming in largely agricultural contexts. While there is some guidance on non-farm economic opportunities, the main focus is on on-farm and off-farm opportunities.

- **Volume I: Project Design.** This volume is intended to support FTF staff (USAID Missions and others) to design youth-inclusive programs based on the USAID project design cycle.

    Key guidance relevant for DFSA and RFSA programs includes definitions of youth-inclusive versus youth-specific programming (p.10): strategies for youth segmentation (p.11) and using a Positive Youth Development (PYD, detailed further below) approach (p.19); ideas for youth engagement in the design process (p.21); and Monitoring, Evaluation, and Learning guidance (p.32). https://www.youthpower.org/resources/feed-future-project-design-guide-youth-inclusive-agriculture-and-food-systems-volume-i-project-design

- **Volume II: Implementation.** This volume offers implementation guidance for activity-level interventions. It is intended for USAID staff and implementers who may ultimately be managing activities and/or who wish to know more about youth-inclusive approaches to implementation in program activities.

    Key sections relevant for DFSA and RFSA programs include guidance on transferable skills (p.15); follow-on support such as mentoring and job placements (p.20); and creating a youth-inclusive enabling environment (p.22). https://www.youthpower.org/resources/feed-future-project-design-guide-youth-inclusive-agriculture-and-food-systems-volume-ii-implementation

Other key platforms and resources for youth-related information and tools include:

- **Getting Employment to Work for Self-Reliance: A USAID Framework for Programming.** This framework describes the relationships between employment, economic development, and greater self-reliance in developing countries; provides a guide for diagnosing employment challenges; and recommends interventions to support employment and skills to navigate employment opportunities. https://www.usaid.gov/sites/default/files/documents/1865/EF-FINAL-2019-11-12.pdf

The associated playbook, **Getting Employment to Work: A Playbook for the Field**, provides user-friendly guidance for incorporating the USAID Employment Framework into their programming. https://www.usaid.gov/sites/default/files/documents/1865/Employment-Framework-Playbook-Final.pdf

- **International Labour Organization: Youth Employment.** Resources include up-to-date data on global youth employment trends, toolkits for improving informal and formal work, and evidence from 'what works' in improving job outcomes for youth. https://www.ilo.org/global/topics/youth-employment/lang--en/index.htm

- **Decent Jobs for Youth.** A United Nations-led initiative, Decent Jobs for Youth is the catalyst for globally harmonized action on youth employment, in line and at scale with the 2030 Agenda for Sustainable Development. It is a platform for promoting evidence-based strategies and interventions, a space for highlighting progress and sharing knowledge, and a hub for cooperation and collaboration. https://www.decentjobsforyouth.org/knowledge#learn

- **The Food Security and Nutrition (FSN) Network.** Funded by USAID/BHA, the FSN Network (www.fsnnetwork.org) is a global community where food security practitioners can access and share resources, events and opportunities on topics including alternative livelihoods and youth engagements. Resources include the Alternative Livelihoods Working Glossary, which was produced by SCALE and provides working definitions for DFSA and RFSA programs on key terms such as off-farm, non-farm, and mixed livelihoods. https://www.fsnnetwork.org/sites/default/files/SCALE%20Glossary%20Final_online%20508.pdf

- **Youth Economic Opportunities Website and Summit.** Led by Making Cents International, Youth Economic Opportunities (youtheconomicopportunities.org) is a global resource for youth workforce development, entrepreneurship and financial inclusion. Making Cents also hosts the **Global Youth Economic Opportunities Summit** every fall in Washington D.C., bringing together over 400 experts and practitioners in the fields of youth development and youth employment. https://www.youtheosummit.org

Approaches and Considerations for Engaging Youth

Positive Youth Development

Positive Youth Development (PYD) is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. PYD recognizes, uses, and enhances young people's strengths and promotes positive outcomes for young people by providing opportunities, fostering positive relationships and building leadership strengths.[2] The PYD approach has four main domains contributing to the development of healthy, productive and engaged youth: assets, agency, contribution, and enabling environment.

Key Resources

- **Recommendations for Youth Programming in Food for Peace Development Food Security Activities (DFSA).** This document summarizes how DFSAs have integrated and engaged youth in their programming, and identifies ideas, processes and concrete entry points for implementing partners to better address the large young populations in existing activities. Specific guidance is provided on how to employ the PYD approach across diverse DFSA contexts. https://bit.ly/38cj2o6

2 https://youth.gov/youth-topics/positive-youth-development

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- **Positive Youth Development Framework (YouthPower).** Includes a helpful diagram on the interconnectedness of the four domains as well as illustrative activities that contribute to PYD. https://www.youthpower.org/positive-youth-development-pyd-framework

- **Positive Youth Development Toolkit (YouthPower).** Includes guidance on PYD indicators, the growing body of evidence around PYD, and lessons for adapting to different cultures and contexts. https://www.youthpower.org/positive-youth-development-toolkit

Youth-Inclusive Market Systems

In order to stimulate sustainable change, alternative livelihoods for youth must take a youth-inclusive market systems approach. 'Making markets work for youth' means that programs focus on the supply and demand for labor, as well as consider all of the supporting functions (such as quality of education, vocational training and access to finance) and informal and formal rules (including gender norms, social norms and government policies) that can promote or hinder economic outcomes for young people. While it is impossible for any one initiative to address all of these factors, they should all be routinely reviewed to ensure activities are responding to the most critical needs.

Key Resources

- **A Market-Systems Approach with a Youth-Inclusive Lens.** This diagram from YouthPower illustrates market systems actors and processes for youth off-farm livelihoods. https://www.youthpower.org/resources/market-systems-approach-youth-inclusive-lens

- **BEAM Exchange Market Systems Development Resources.** This platform includes resources such as glossaries, evidence papers and webinars on how to design, implement and measure market systems development programs. https://beamexchange.org/market-systems/

- **Making Markets Work for the Poor (M4P) Operational Guide.** This guide provides an accessible resource to help practitioners put the market systems development approach into practice. It explains the key principles and frameworks which guide effective intervention in – and development of – market systems, addressing common challenges with examples of good practice based on practitioner experience. https://beamexchange.org/guidance/m4p-operational-guide/

- **The Lab: Market Systems Development for Decent Jobs.** The Lab is a global initiative funded by the Swiss Secretariat for Economic Affairs (SECO) which generates and applies knowledge on how a market systems approach can lead to sustainable decent work. The Lab goes beyond 'traditional' value chain interventions, and instead views sectors and value chains as part of a wider system of rules, regulations and supporting functions that can ultimately contribute to employment and job creation. https://www.ilo.org/empent/Projects/the-lab/lang--en/index.htm

Safe, Decent, Equitable Work

BHA partners should ensure that all employment-related activities, from vocational training to apprenticeships, are in accordance with local labor laws. Reviewing local laws and regulations, including minimum legal working age for both formal and informal work, is imperative. Particularly when preparing and connecting youth to work opportunities, program teams should ensure potential working environments are safe and both age- and gender- appropriate.

Key Resources

- **Guide to international labour standards and rights at work concerning young people.** The guide helps decision-makers and practitioners at national and local levels, to understand the multi-faceted dimensions of the youth employment challenge and to devise and implement coordinated measures to address this challenge. The guide also provides youth with critical information on their rights at work.
https://www.ilo.org/global/standards/information-resources-and-publications/publications/WCMS_613959/lang--en/index.htm

- **Decent Work Resources from the International Labour Organization.** The ILO's decent work agenda provides guidance and information on themes such as social protection, child labor, factory working conditions and employment intensive investment. https://www.ilo.org/global/topics/decent-work/lang--en/index.htm

- **Sphere Minimum Standards for Child Protection in Humanitarian Action (CPMS).** This handbook guides humanitarian professionals in preventing harm and supporting the recovery of children caught up in crises. Standard 22 provides specific guidance for ensuring caregivers and working-age children have access to adequate support to strengthen their livelihoods. https://spherestandards.org/wp-content/uploads/CPMS-EN.pdf

- **National websites for countries' Ministries of Labor and Ministries of Education** should always be consulted for country-specific information on minimum working ages and other employment-related legal matters

Youth as Participants

This section outlines practical guidance and key resources for each step in the pathway to meaningful youth employment and self-employment. It is separated into four interventions stages: pre-program youth engagement, supply-side labor market interventions, demand-side labor market interventions, and monitoring and evaluation.

Each section highlights a frequently used youth alternative livelihoods engagement intervention, key questions for implementers to consider before embarking on these activities, and a list of useful resources. Programs may use any combination of these interventions.
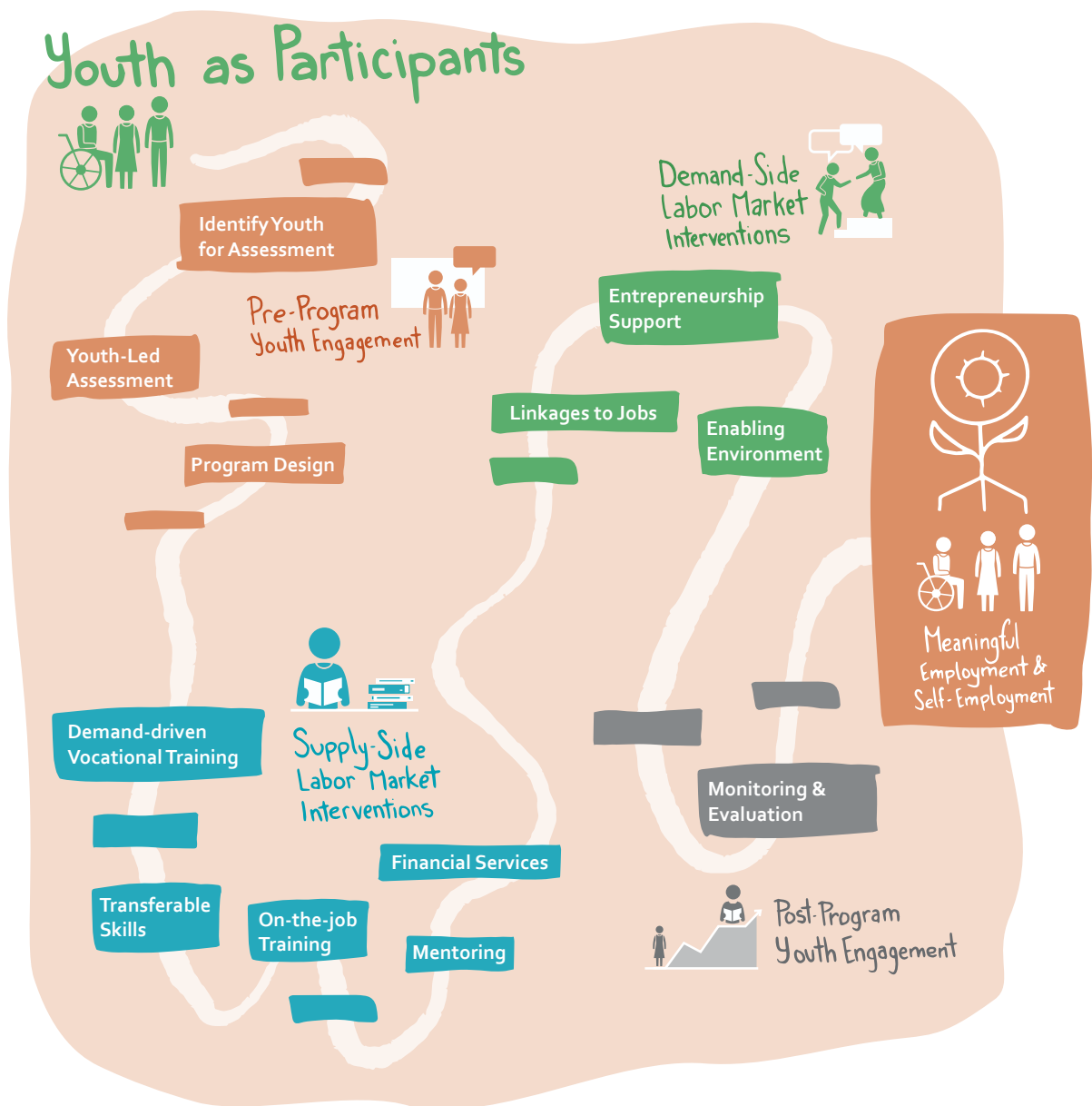
PRE-PROGRAM YOUTH ENGAGEMENT

Identify Youth for Assessment

Alternative livelihoods activities for youth are only effective if they enable young people to fill key gaps in the market. It is imperative to thoroughly assess any given labor market before beginning to implement off-farm and non-farm entrepreneurship and employment activities. All supply-side activities, such as vocational training and apprenticeships, should lead into actual income opportunities identified ahead of time. Therefore, a scan of the demand-side needs (including skills requested by employers and high growth sectors) is critical to ensuring effective outcomes.
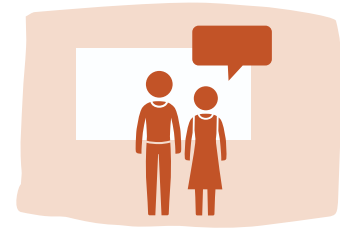
Social network analysis and political economy analysis can also be useful additions to any labor market analysis, as both can help to illuminate incentives and constraints to youth employment that might otherwise be missed, such as the influence of families and neighbors or local power dynamics.[3] A market assessment should also include a comprehensive youth analysis to determine the current skillsets, aspirations and capacities of potential youth participants by age and gender. This market assessment should ideally happen alongside a multi-sectoral youth assessment and results from both should inform the design and interventions of the program.

Youth-Led Assessment

When engaging youth in an assessment, and especially if the same youth will participate in general program activities, it is important to identify and work with a diverse group of young people so that age, gender, educational status, ethnicity, sexual identity, disability status, and other characteristics are represented appropriately.

Key Resources

- **Putting Youth in the Lead: Technical Guidance for Youth-Led Market Assessments.** Youth-led market assessments are a strong model for engaging young people in pre-program activities. This technical guidance note is primarily written for project staff working on BHA-funded activities with a heavy focus on understanding and strengthening economic opportunities (on-farm, off-farm and non-farm) for youth populations. It outlines distinct advantages, unique challenges and key resources for facilitating youth-led market assessments. https://www.fsnnetwork.org/resource/putting-youth-lead-technical-guidance-youth-led-market-assessments

- **School to Work Transition Survey (SWTS):** This survey instrument, developed by the International Labour Organization, generates relevant labor market information on young people aged 15 to 29 years, including longitudinal information on transitions within the labor market. The SWTS is unique in that it helps to demonstrate the increasingly tentative and indirect paths to decent and productive employment that today's young people are facing. https://www.ilo.org/employment/areas/youth-employment/work-for-youth/WCMS_191853/lang--en/index.htm

- **YouthPower Labor Market Assessment Tools:** These tools include an interactive, step-by-step guide on how to efficiently assess labor markets for youth employment outcomes. The resources present a distillation of the

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3   For more on the influence of social networks see: Kim, Jeeyon, Alex Humphrey, Anastasia Marshak, Nyuon Moses Gathuoy, Vaidehi Krishnan. 2020. "The Currency of Connections: Why Do Social Connections Matter for Household Resilience in South Sudan?" Washington, D.C.: Mercy Corps. http://www.mercycorps.org/sites/default/files/2020-08/CoC-Final-Report-0927.pdf

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knowledge and experience gathered in an accessible, practical, and actionable format. These approaches balance quantitative and qualitative research; focus on the supply, demand, and matching of labor; are participatory; and are customizable to local contexts and priorities. https://www.youthpower.org/labor-market-assessment-module-1-economic-context

Program Design

Ideally, young people who engage in market assessment activities would also participate in program design sessions, using findings from their analyses and their own perspectives to ensure program activities are tailored to the needs of young people.

Key Resource

- **Feed the Future Design Guide for Youth-Inclusive Agriculture and Food Systems, Volume I: Project Design.** Guidance on youth engagement in the design process begins on page 21. https://www.youthpower.org/resources/feed-future-project-design-guide- youth-inclusive-agriculture-and-food-systems-volume-i-project-design

SUPPLY-SIDE LABOR MARKET INTERVENTIONS

This section includes brief overviews of some of the most frequently implemented alternative livelihoods interventions, as well as key questions to consider before starting implementation. It also points users to a number of key resources and guidance materials.

Demand-Driven Vocational Training

One of the most common interventions in alternative livelihoods programming is vocational training, as practical skills are often most needed by the labor market and it tends to be fairly straightforward for programs to implement. However, unless the vocational training is directly informed by employers and/or paired with employment, it tends to be ineffective.[4] It is therefore imperative to ensure that any vocational and technical training is demand-driven and is building skills that are currently in need by the local private sector. Transferable skills, or life skills, as well as on-the-job work experiences are often used to complement vocational training components.

Key Questions

1) Are young people underemployed and unemployed because they lack specific technical skills in demand by the market?

2) Are local vocational providers teaching courses in sectors which are in demand?

3) Is vocational training complemented with access to real work opportunities, including internships and apprenticeships?

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4 For additional information on the effectiveness of vocational training, refer to the following: The SEEP Network's Youth and Workforce Development PLP Technical Note (https://seepnetwork.org/files/galleries/632_Youth_PLP_Partnerships. pdf) and related resources (https://seepnetwork.org/Initiatives-Post/Youth-and-Workforce-Development), and Chris Blattman and Laura Ralston's research report, Generating Employment in Poor and Fragile States: Evidence from Labor Market and Entrepreneurship Programs (https://dx.doi.org/10.2139/ssrn.2622220).

Key Resources

- **The Demand-Driven Training for Youth Employment Toolkit.** Developed by Making Cents, this toolkit provides information on the processes and characteristics of demand-driven training models, including: key terms, benefits, best practices, relevant global examples, and practical resources that support better alignment of youth programs with employers' expectations and labor market demand. https://youtheconomicopportunities.org/sites/default/files/contentupload/73868/Making_Cents_101717_Interactive_V3s.pdf

- **Market Assessment Toolkit for Vocational Training Providers and Youth.** This toolkit from Women's Refugee Commission provides sample questionnaires for both youth and vocational training providers along with program decision charts. https://www.womensrefugeecommission.org/research-resources/field-testing-market-assessment-toolkit-for-vocational-training-providers-and-youth/

Transferable Skills

In additional to technical skills, young people require transferable skills (also referred to as soft skills and life skills) to help them navigate life's professional, personal and social transitions. Transferable skills often include critical topics not covered in formal education institutions such as negotiation, time management, presentation skills, and conflict management. Many employers highly value strong transferable skills, particularly for customer-facing roles.

Key Questions

1) Is your labor market assessment capturing which specific transferable skills are in demand by local employers (communication skills, time management, etc.)?

2) Is the transferable skills component integrated with vocational training (and other similar employability activities) in a way that makes sense for the participants' current schedule and time constraints?

3) Are there any existing Transferable Skills curricula that have already been adapted to your local language and context?

Key Resources

- **YouthPower Guiding Principles for Building Soft Skills Among Adolescents and Young Adults.** This resource provides a comprehensive overview of life skills methodologies, guiding principles and considerations for program design. https://www.youthpower.org/sites/default/files/YouthPower/resources/YouthPower%20Action_Guiding%20Principles%20for%20Building%20Soft%20Skills_Final.pdf

- **What Works in Soft Skills Development for Youth Employment? A Donor's Perspective.** This document summarizes areas of consensus regarding soft skills from the perspective of the Youth Employment Funders Group (YEFG), a network of donors working together to generate and share evidence-based knowledge on what works in the field of youth employment. The document provides a common understanding for policymakers, employers, donors, and civil society organizations; identifies implementation and evaluation challenges; and suggests directions for investment in cost-effective, scalable and sustainable interventions and knowledge. https://www.youthpower.org/sites/default/files/YouthPower/files/resources/soft-skills-youth-employment-accessible2.pdf

- **The 3ie Youth & Transferable Skills Evidence Gap Map (EGM).** This resource provides easy access to the best available evidence on the outcomes of transferable skills programming for youth in low- and middle-income countries and highlights where there are important gaps in this evidence base. https:// gapmaps.3ieimpact.org/evidence-maps/youth-transferable-skills-evidence-gap-map

On the Job Training

In many contexts, educational systems are not adequately preparing young people for the labor market. Students are graduating from secondary school and university with theoretical learning but without technical, practical experience. Apprenticeships, internships, and on-the-job training are powerful tools for enabling youth to gain actual work experience. In addition to building valuable skills, young people also are able to gain firsthand experience in working environments, interacting with colleagues and customers, and reporting to a manager.

Key Questions

1) Will adding a practical work experience component to your activities improve young people's chances of securing employment?

2) Is the suggested apprenticeship, internship and/or on-the-job experience activity complementing other program activities such as vocational training? For example, if a participant completes a course in auto repair, will they be interning with a local car mechanic or body shop?

3) When building partnerships with employers for these short-term practical skills, does the agreement between the intern/apprentice and employer clearly outline goals, the duration of the assignment (days/hours per week, start and end date), expectations of work experience, and the potential for employment upon completion of the activity?

Key Resources

- **ILO's Upgrading Informal Apprenticeships guide.** This guide aims to enhance understanding of apprenticeship systems in the informal economy by providing definitions, a conceptual framework to describe their functioning, and tools to assess informal apprenticeship systems. Although designed for African contexts, it is also highly applicable to many DFSA and RFSA environments. https://www. ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/documents/publication/ wcms_171393.pdf

- **Designing and Managing Youth Internship Programmes with Impact: A Handbook for Employers.** This resource was developed by the Youth Map Program funded by USAID and the International Youth Foundation. It outlines key principles for designing and implementing youth internships, including the topics of remuneration, legal frameworks, recruitment, supervision and mentorship, amongst others. https://www.iyfnet.org/sites/default/files/library/ Internship_Handbook_for_Employers.pdf

Mentoring

Young people often struggle to access economic opportunities due to limited social capital. Mentoring, for both young entrepreneurs and those seeking employment, is often a critical component to ensuring young people are connected to concrete opportunities and have access to seasoned business professionals. An expanded professional network including mentors will enable young people to continually learn and grow, thus improving chances for long-term employment or sustained entrepreneurship.

Key Questions

1) What is the goal of the mentoring component (social capital, professional relationships, technical/business expertise, etc.)?

2) Does the profile of the mentor match the profile and needs of the youth with regards to age, gender, area of expertise, and other matters of interest? (For example, is a young female interested in pursuing a business in hospitality being matched with a female mentor with experience in this sector?)

3) Are the expectations of the mentoring component clear to both mentor and mentee?

Key Resource

- **MicroMentor.** MicroMentor is the world's largest community of entrepreneurs and volunteer business mentors. Led by Mercy Corps, MicroMentor provides an easy-to-use social platform for entrepreneurs and business mentors to connect with one another, problem-solve and build successful businesses together. Since 2008, MicroMentor has fostered more than 41,000 connections around the globe, with a focus on underserved communities. https://www.micromentor.org/

Financial Services

In their pursuits of both employment and entrepreneurship, young people require informal and formal mechanisms for safely borrowing, managing and saving money, as well as planning for the future. Limited access to finance is a key constraint for young entrepreneurs in BHA implementing contexts. Exploring opportunities for both formal and informal access to loans is a critical component of any youth entrepreneurship intervention.

Key Questions:

1) How are young people currently borrowing, managing, and saving money? How could existing methods and mechanisms be improved?

2) Are there informal community financial services, such as Village Savings and Loan Associations (VSLAs), that can be adapted for youth populations? Do banks and other formal financial institutions have any youth-specific products?

3) Are participants engaging in financial education courses along with increased access to financial services?

Key Resources

- **Financial Inclusion for Children and Youth: Child & Youth Finance International.** This resource provides a comprehensive and objective overview of the current landscape of financial inclusion for children and youth, including key theoretical insights, principles, and frameworks. It also gives an overview of the key players and current initiatives focusing on financial inclusion for children and youth. https://issuu.com/childfinanceinternational/docs/cyfi-financial-inclusion-landscape/1?e=7128000/37817487

- **Facilitating Market Development to Advance Financial Inclusion.** This guide presents a market development approach to supporting the development of financial markets characterized by multi-pronged donor interventions that are coordinated, catalytic and responsive to the market. It also discusses the

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How to Engage Youth in Alternative Livelihoods:
A Guide and Cheat Sheet for Resilience Food Security Activities

role of a market facilitator in ensuring market responsiveness and presents several areas critical to building financial markets that work for the poor such as information, capacity building, incentives, and a well-designed enabling environment. https://beamexchange.org/uploads/filer_public/01/a7/01a76a35-6acd-4ebb-a58a-9c7f15bc077f/advance-financial-inclusion_compressed.pdf

DEMAND-SIDE LABOR MARKET INTERVENTIONS

Successful youth employment programming requires the intentional linking of supply-side and demand-side interventions. A holistic understanding of the labor market systems, including incentives, barriers to demand and other factors in the enabling environment (such as norms around social connections, and regulations on worker safety and rights) is critical to shaping effective activities.

Linkages to Jobs

Supply-side efforts aimed at strengthening young people's ability to successfully enter the labor market should lead to youth securing part-time, full-time, or short-term work. Through connections and social capital gained via apprenticeships, mentoring and/or internships, young people may be able to access new job opportunities on their own. Additionally, program staff should work with the private sector and identify mechanisms for facilitating linkages to employment opportunities. Ideally, many of these job openings would be identified by the program's market assessments.

Key Questions

1) Are the identified jobs age and gender appropriate?

2) Do the available jobs match the skills and capacities of youth?

3) Are the proposed employment opportunities providing youth with safe, equitable, and decent work?

4) Are there online job matching platforms, career fairs, career centers, Chambers of Commerce initiatives, or other interventions that can assist with youth job placements?

Key Resource

● **ILO's Youth Employment Programme (YEP) Technical Note on Employment services that work for young people.** This resource highlights various types of employment services for young people, underscores the importance of tailoring to youth aspirations, and helps implementers to navigate youth-specific employment barriers. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_730756.pdf

Entrepreneurship Support

Around the world, young people pursue self-employment out of both necessity and opportunity. Particularly in labor markets where employment opportunities are few, youth often pursue entrepreneurship as a means of charting their own path and creating their own opportunities. Strengthening opportunities for youth entrepreneurship is critical as they are the job creators and future employers of tomorrow.

Key Questions:

1) In addition to the opportunities, are young people fully aware of the risks and failures often associated with self-employment?

2) Does the larger enabling environment support young people in their quest for entrepreneurship? Can young people access appropriate financial services? Are they easily able to register a business?

3) Do young people have an understanding of how to continually analyze the market with regards to competition, consumer demands, and other trends?

Key Resources

● **The ILO Start and Improve Your Business (SIYB) Implementation Guide.** has been taught to over 15 million people and has resulted in the start-up of at least 2.65 million new businesses in over 100 countries. SIYB has been taught small-scale entrepreneurs to start and grow their business, with strategies to create more and better employment for young people. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---ifp_seed/documents/publication/wcms_315262.pdf

● **IYF's Supporting Young Entrepreneurs: A Practical Guide to Quality Programming.** This guide offers best practices and suggestions for youth-serving institutions interested in creating or improving quality youth entrepreneurship programming. The eight-chapter guide covers topics from program design, curriculum essentials, youth selection, financing of youth enterprises, and follow-up support services such as mentoring, as well as a section dedicated to entrepreneurship in the African context. https://www.iyfnet.org/library/supporting-young-entrepreneurs-practical-guide-quality-programming (page) https://www.iyfnet.org/sites/default/files/library/GPYE-EntreprGuide.pdf (pdf)

Enabling Environment

Factors in the enabling environment such as gender norms, cultural norms and employment-related policies and laws (such as those related to worker safety and rights) can heavily influence economic outcomes for youth job-seekers. For example, a young entrepreneur can have the business acumen, finances, and market idea for a new enterprise, but if government regulations make it difficult for them to register a business, the young entrepreneur will struggle to succeed. Informal rules that impact youth economic outcomes could include young people struggling to get hired due to negative perceptions of young people in the community. It is difficult for a traditional DFSA or RFSA to influence many enabling environment factors; however, these factors should be fully reviewed and considered so young people are aware of any constraints or opportunities that may impact their employment and entrepreneurship endeavors.

Key Questions

1) If the program is encouraging young people to start their own business, is it easy and manageable for them to navigate registering their business, and other entrepreneurial hurdles? Are there any age-specific barriers that need to be addressed or considered?

2) Is the program coordinating with any youth-specific government initiatives to encourage employment and entrepreneurship such as special loan programs?

3) Are there any cultural norms regarding age and gender that may make it difficult for some young people to access relevant economic opportunities?

Key Resources

- **The World of Work.** This document outlines Mercy Corps' approach to employment and entrepreneurship including the role of assessing and strengthening the enabling environment. https://www.mercycorps.org/sites/default/files/2020-01/Employment-entrepreneurship-Job-Mercy-Corps-2017.pdf

- **Enabling Environment for Sustainable Enterprises (EESE).** EESE is a comprehensive ILO methodology is a comprehensive ILO methodology developed to assess and reform the environment in which enterprises start up and grow. EESE supports stakeholders to identify the major constraints hampering business development; fosters dialogue between workers, employers and the government to reach shared policy recommendations; and facilitates the adoption of effective reforms that can enhance entrepreneurial potential, boost investments and generate overall economic growth. https://www.ilo.org/empent/units/boosting-employment-through-small-enterprise-development/eese/lang--en/index.htm

- **Thinking and Working Politically through Applied Political Economy Analysis: A Guide for Practitioners.** From USAID's Center of Excellence on Democracy, Human Rights and Governance, this guide provides information on how to apply political economy analysis (PEA) to examine power dynamics and economic and social forces that influence development programming. Conducting a PEA as part of a labor-market analysis can help programs to identify barriers to youth employment that might otherwise be missed, helping to inform adaptations that enhance the effectiveness of livelihoods-related interventions. https://usaidlearninglab.org/sites/default/files/resource/files/pea_guide_final.pdf

- **Resources related to work safety and rights for young people from the MEDA-led Promoting and Protecting the Interests of Children who Work Project ("PPIC-Work" project).** PPIC-Work aims to improve the working conditions and learning opportunities for children and youth employed in the micro and small enterprise sector through building relationships with microfinance institutions and private business owners. Their website includes numerous resources for implementing the approach such as videos, manuals, field guides and workshop materials. https://www.ppic-work.org/resources

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POST-PROGRAM YOUTH ENGAGEMENT

Monitoring and Evaluation

The alternative livelihoods for youth community is constantly testing, adapting, and learning new methods for how to support young people in their economic pursuits. It is imperative that we continue robust measurement of our interventions to determine 'what works' and can be replicated in other contexts.

Key Resources

- **USAID BHA's Indicator Handbook for Emergency Activities - Draft 2020.** DFSAs and RFSAs should adhere to standard BHA indicators but can supplement with additional off-farm and non-farm activity indicators as necessary. https://www.usaid.gov/sites/default/files/documents/USAID-BHA_Indicator_Handbook_DRAFT.pdf

- **ILO Guide on Measuring Decent Jobs for Youth: Monitoring, evaluation and learning in labour market programmes.** This guide offers a comprehensive and accessible introduction to results measurement and impact assessment, their practical application in the youth employment field and how the resulting evidence can lead to improved programming. https://www.ilo.org/employment/areas/youth-employment/WCMS_627307/lang--en/index.htm

- **YouthPower's Key Resources.** This list provides a comprehensive array of M&E guidance materials touching on topics from addressing youth and gender considerations to assessing agricultural market systems and implementing monitoring and evaluation systems for youth programs. https://www.youthpower.org/feed-future-project-design-guide-youth-inclusive-agriculture-and-food-systems-key-resources